LESSON PLAN

Student:	Lesson #60
Length: 45-60 minutes	Date:
Instructor:	Time:

Credits: This lesson was created by Shawna Audet from the Flying Cat Academy. The drills used in this lesson and the scope and sequence that it follows were created by the Dyslexia Training Institute. The pictures used in the connected text section come from pixabay.com.

Section 1: Sight Word Study Method and Review Drills

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Sight Words – 5 minutes	
Equipment: list of common sight words, instruction sheet, blank index cards, and marker Current sight words: New words added:	Notes
Short Vowel Drill – 3 minutes	
Equipment: keyword pictures and sentence. Discontinue drill when sounds are mastered	Notes
Phonemic Awareness Drill – 3 minutes	
Equipment: differently coloured blocks of uniform shape Word List: re, ren, rent, runt, ru, ri, bi, by, my, ty, try, fry	Notes
Visual Drill – 2 minutes	
Equipment: card pack of graphemes on which student is currently working written on index cards consonants: b,c,d,f,g,h,j,k,l,m,n,p,qu,r,s,t,v,w,x,y,z single grapheme vowels: a,e,i,o,u,y begin. consonant blends: bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, tw, scr, spl, str, squ ending consonant blends: ct, ft, lt, pt, nt, st, xt, lf, lk, lp, ld, mp, sk, sp exceptions to closed syllable rule: all, ang, ank, ing, ank, ing, ink, old, ild, ind consonant digraphs: ch, sh, ph, wh, th other: tch, ck, ci, co, cu, cy, cl, cr, ct, gl, gr, ga, ge, gi, go, gu, gy, mb, wr, kn, dge, gh, que	Notes
Auditory Drill – 2 minutes	
Equipment: Same pack of index cards that you used for the visual drill consonants: /b/ /c/ /d/ /f/ /g/ /h/ /j/ /k/ /l/ /m/ /n/ /p/ /qu/ /r/ /s/ /t/ /v/ /w/ /x/ /y/ /z/ single grapheme vowels: /a/ /e/ /i/ /o/ /u/ /y/ beginning consonant blends: /bl/ /cl/ /fl/ /gl/ /pl/ /sl/ /br/ /cr/ /dr/ /fr/ /gr/ /pr/ /tr/ /sc/ /sk/ /sm/ /sp/ /st/ /sw/ /tw/ /scr/ /spl/ /spr/ /squ/ ending consonant blends: /ct/ /ft/ /lt/ /pt/ /nt/ /st/ /xt/ /lf/ /lk/ /lp/ /ld/ /mp/ /sk/ /sp/ exceptions to closed syllable rule: /all/ /ang/ /ank/ /old/ /ild/ /ind/ consonant digraphs: /ch/ /sh/ /ph/ /wh/ /th/ other: /tch/ /ck//ca/ /ce/ /ci/ /co/ /cu/ /cy/ /cl/ /cr/ /ct/ /gl/ /gr/ /ga/ /ge/ /gi/ /go/ /gu/ /gy/ /mb/ /wr/ /kn/ /dge/ /gh/ /que/	Notes

Section 2: New Content and Reading

Syllable Card Drill – 2 minutes

Equipment: index cards

Notes

1. Put all syllables on index cards. Place the cards in three columns with "Syllable #1" cards in first column, "Syllable #2" cards in second column, and "Syllable 3" cards in third.

е	vel	tic
de	ca	ор
vol	quip	no
е	е	ment
vid	0	0
vi	las	lin

- 2. Complete, the drill by asking the student to do the following things:
 - a) read down each column, from left to right.
 - b) read across each row (the words will be nonsense words)
 - c) move around words in Column #2 to create real words (elastic, develop, equipment, video, violin).
 - d) discuss meaning of each word and ask student to use each word in a sentence.

Review of Recent Rules and Concepts – 10 minutes

Topic: Pounding Syllables

Notes

Equipment: hands

Word List: ca, volcano, lin, violin, video, vel, develop

Instructions: Orally practice identifying syllables in words by having student tap arm and

extend a finger for each new syllable heard.

Topic: Syllabication

Equipment: letter tiles, syllabication worksheet

1. Give the student the syllable division worksheet and let the student work through the sheet, giving guidance as needed.

Words: volcano (vol-ca-no), elastic (e-las-tic), vid-e-o (vid-e-o)

Topic: Review of the Open Syllable

- 1. Ask student to take out open syllable rule card:
 - o a. an open syllable has one vowel
 - o b. It is not followed by one or more consonants
 - o c. The vowel is long
- 2. Practice proving the rule card using letter cards in a Yes/no sort for open syllable:

Syllables: e, quip, ment, de, vel, op, vol, ca, no

Topic: "y: as a vowel

Materials: magnetic letter tiles for song and index cards for word sort

- 1. Ask student to take out 'y' rule card:
 - 'y' will be a vowel when it is anywhere in the word other than the first letter

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- 'y' at the end of a syllable base/root words will make the long /i/ sound
- 'y' at the end of a two or more syllable word will make the long /e/ sound

Have student do sorting drill to prove the rule by sorting words into these categories:

		/	
Y is a consonant	Y makes short I	Y makes the long I	Y makes the long E
	sound	sound	sound
yum	Wynn	my	holy
yag	gym	sty	funny
yam	sym	pry	tiny
yim	phys	hy	navy

New Content/New Rule – 0 minutes	
No new content. This is a review lesson.	Notes
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: elastic, holy, sun, sunny, tiny	Notes
Word List – Oral Reading of Isolated Words – 2 minutes	
Words: my, pry, why, fry, lady, tiny, ho, holy, navy, e, quip, ment, equipment, vol, ca, no, volcano, halo	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
"The Odd Kitten" story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: sly, violin, funny, fry	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: navy, halo, pry, by, video	Notes
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. It was sunny and hot when the lady was on a trip. 2. The video equipment had a problem. 3. The funny kittens got an egg and ran to a volcano.	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. - Definition of open syllable - 'y' as a vowel Homework: Practice sight words (reading and writing)	Note

е	vel	tic
de	ca	ор
vol	quip	no
е	е	ment
vid	0	0
vi	las	lin

Scooping Syllables Worksheet

Closed Syllable	С
Open	0
Syllable	
Schwa	ð

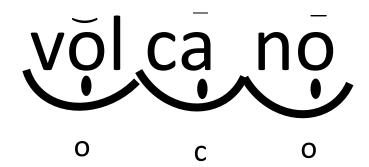
volcano

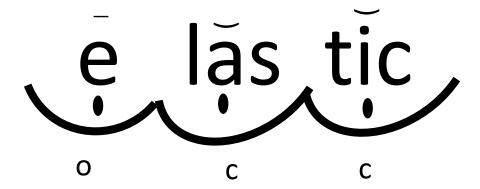
elastic

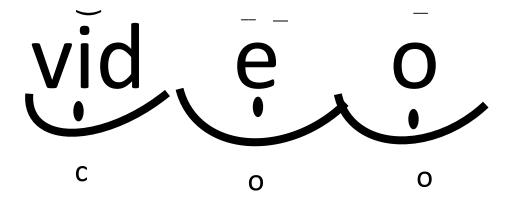
video

Scooping Syllables Worksheet

VCCV Words: usually divide the word between the two consonants.







Yes	No
е	quip
de	ment
ca	vel
no	ор
	vol

y =	y =	y =	y =
consonant	short i	long i	long e
yum	Wynn	my	holy
yag	gym	sty	funny
yam	sym	pry	tiny
yim	phys	hy	navy

my	е
pry	quip
why	ment
fry	equipment
lady	vol
tiny	ca
ho	no
holy	volcano
navy	halo

The Odd Kitten

Long ago, there was a kitten called Tim.

The rest of the kittens ran in a pack from sunup to sunset.

Tim did not run with the kitten pack.

Mostly, Tim just sat on his mat.

As the kitten pack ran past Tim, one called, "Tim, get up off that mat and run with us."

"No," said Tim. "I am thinking."

"Tim, you are an odd kitten."

"Yes, I am, but can ten kittens fit in a bucket?" asked Tim.

"Let's find out!" yelled the kitten pack.

Ten kittens all crammed into a bucket. They got stuck.

Tim watched them from his mat.

When the kittens got unstuck, they went over to Tim. "That was a bad idea."

Tim nodded. "Yes, it was, but can a kitten fry an egg in a volcano?"

"What is a volcano?" asked the kitten pack.

Tim's reply was, "It is that big hot hill over there."

"Let's find out!" yelled the kitten pack.

The kittens ran off to find an egg.

When they had an egg, the kitten pack ran off to conduct the egg test.

Tim grinned. "They will not be back until sunset." He went over to the snack dish and snatched up every snack. Then he went back to his mat for a long nap in the sun.

Instructions

Do not show this picture until AFTER the student reads the story. If you show it before, you are teaching the student to guess at words based on the picture. We want to teach the student to use decoding skills.



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It was sunny and hot when the lady was on a trip.

The video equipment had a problem.

The funny kittens got an egg and ran to a volcano.